

STATE OF IOWA

**POSTSECONDARY
READINESS REPORTS**

SUMMARY 2018

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This document represents a summary of statewide findings from the Iowa Postsecondary Readiness Reports. The PRR provide Iowans information on postsecondary enrollment patterns, remedial course-taking rates, and postsecondary retention and award rates that can be connected to every public high school in Iowa. The Postsecondary Readiness Reports connect data from the Iowa Department of Education and the Iowa Board of Regents. Reports by school are available at the following website: (<http://educateiowa.gov/postsecondaryreadiness>).

The PRRs are significant because they provide a statewide portrait of how prepared Iowa high school graduates are for success in postsecondary education in a variety of areas including arts, sciences, engineering, or workforce-bound career and technical education programs. The reports provide local results to help guide improvement efforts in Iowa schools.

KEY FINDINGS

- 71.1 percent of Iowa on-time high school graduates enroll in college or training programs within one year of high school graduation.
- 68.6 percent of all Iowa high school students, regardless of how long it takes to complete high school, enroll in college or training programs within one year of high school graduation.
- 46.6 percent of high school graduates in the 2010-11 academic year earned some type of postsecondary award within six years of high school graduation.
- 13.0 percent of students enrolled at an Iowa public institution (2015-16 graduates) took a remedial math class within one year of high school graduation.
- 5.6 percent of students enrolled at an Iowa public institution (2015-16 graduates) took a remedial English class within one year of high school graduation.

POSTSECONDARY ENROLLMENT

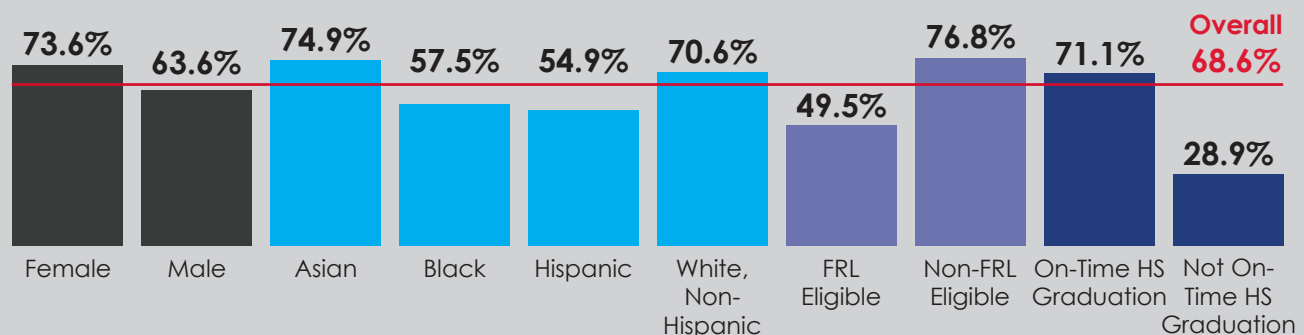
68.6 percent of Iowa public high school graduates enrolled in postsecondary education within one year of graduation. This represents the average enrollment for the graduating classes of 2014-2016.

Gaps exist in enrollment rates for students from diverse

backgrounds and students who face economic challenges. Students who are eligible for free or reduced-price lunch (FRL), students whose first language is not English, students in special education, and black and Hispanic students enroll in postsecondary institutions at a lower rate than the state average.

There is also a large gap in enrollment rates between students that graduate from high school on-time and those that do not. While it defaults to showing data for all students, the PRR now allows the filtering of outcomes by on-time high school graduation status across all reports.

Postsecondary Enrollment Within 1 Year of High School Graduation



REMEDIAL COURSEWORK

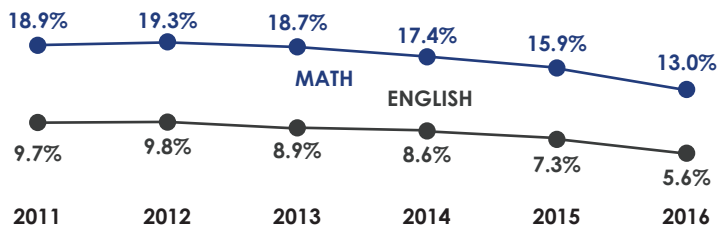
The Postsecondary Readiness Reports provide information about the preparedness of Iowa high school students in the key content areas of English and mathematics. Students who are not ready for college-level coursework are usually placed into remedial classes (called "developmental courses" at colleges and universities). The U.S. Department of Education defines remedial classes as those that fall below the 100 level (e.g., Math 50). However, the process for placing

students into remedial classes varies by college. For example, at Iowa's public universities, remedial math is required if a placement test indicates a student is not ready for college-level algebra. Many community colleges also use placement tests, but they may or may not require students to take remedial classes. Remedial class credits do not count toward a degree and usually must be completed prior to attempting college-level coursework.

The Postsecondary Readiness Reports provide rates at which students enroll in remedial math and/or English courses in the first year after high school graduation. Remedial course-taking data in this report are shown only for students who attended an Iowa public community college or university. Data are not available for students who attend a postsecondary institution outside of Iowa or private in-state higher education institutions.

Note: Some Iowa community colleges are implementing alternative methods of remediation, such as co-requisite courses or supplemental instruction where support is integrated into a regular class and not taken as a separate course. In addition, some Iowa high schools are offering math or writing transitional coursework for high school seniors to reduce the need for remediation at the community colleges. These schools are creating articulation agreements with community colleges that align high school and college coursework, assess readiness with diagnostic tests, and create interventions through meaningful course taking. Together, these new delivery models could impact developmental rates in areas where they are in place.

Iowa Public HS Graduates Who Enrolled in an Iowa College & Took Remedial Classes Within 1 Year of HS Graduation



Remedial Math and English Combined 1 Year after High School Graduation

Category	2011	2016
Female	26%	18%
Male	22%	15%
Asian	19%	12%
Black	56%	40%
Hispanic	39%	26%
White	22%	15%
FRL Eligible	41%	28%
Non-FRL Religible	20%	13%

POSTSECONDARY RETENTION AND AWARDS

The PRRs also provide postsecondary enrollment and award trends beyond the first year after high school graduation. Figure 2 shows 46.6 percent of Iowa students from the class of 2010-11 received a postsecondary award within six years after graduation. For each year after high school graduation, every student is grouped into one of the categories defined below:

- **No Enrollment Found:** Students who did not match any postsecondary enrollment or receive any postsecondary award in the given year or previous years
- **No Longer Enrolled, No Award:** Students who enrolled in a previous year, but not in the given year and have received no award
- **Enrolled:** Students who enrolled in the given year
- **Award:** Students who received any postsecondary award (i.e., degree, certificate, diploma, etc.) in the given year or a previous year

Status by Year After High School Graduation

